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ABSTRACT

Test items for the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484) which were compiled as part of the project documentation and which are coordinated with the text-workbook on individual behavior (EM 010 421, EM 010 422, EM 010 423, EM 010 452, EM 010 466, and EM 010 502) are provided in this document. Progress check items with answer sheets, research pretest items, and unused items are included for criterion referenced test items, and cumulative posttest items with content references comprise research norm referenced items. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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UNITED STATES NAVAL ACADEMY

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

TEST ITEM POOL

PART II

INDIVIDUAL BEHAVIOR

VOLUME II

EM 010 453

Westinghouse Learning Corporation
Annapolis Division
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Annapolis, Maryland 21401

ED 071308

INTRODUCTION

The test items included in this book have been prepared for use in the course, An Introduction to Psychology and Leadership. They have been compiled as part of the project documentation. Additionally, some instructors may find them of use in preparing their own quizzes and tests. The Table of Contents on the next page indicates the classification of the test items within segments. The Progress Check answers are identified by a title page. The research pretest items are identified by the word PRE in the upper right hand corner of the page. The unused items on which there are no data are identified by their enclosure in the rectangular box. The research norm referenced test items are identified by the acronym CPT in the top right corner of each page.

For those unfamiliar with the differences between criterion referenced items and norm referenced items, the following is briefly offered. Criterion referenced items test learning of specific objectives. Students are expected to perform quite well on these items if they have adequately used the instructional materials. Their relationship to the terminal and enabling objectives are referenced for each. A norm referenced item should display more discrimination power, i.e., they are expected to reflect the distinctions between students who have depth of knowledge as opposed to those who have a superficial knowledge. Since they do more than merely test objectives, they should be used cautiously since it would not be unusual or unfavorable for a large percentage of students to choose incorrectly in answering this type of item.

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With objective reference.

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With objective reference.

B. RESEARCH NORM REFERENCED ITEMS

1. Cumulative Post Test Items

With content references.

United States Naval Academy

ED 071308

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO

INDIVIDUAL BEHAVIOR

Segment VI

Motivation

Progress Check

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WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

MOTIVATION

PROGRESS CHECK

Question 1.

A fire broke out on the flight deck of an aircraft carrier, and the fire fighting crew, repair party 8, was immediately called into action by their leader, a 1st class petty officer. Their task was to man the hoses to prevent the fire from reaching the planes on the deck, and to operate the cranes to move the planes out of danger. By the greatest effort and bravery, the fire was put out, and all the planes were saved.

A week after the fire, the 1st class petty officer commented on the incident:

"Of course, we had trained men to be prepared for a fire like that, but when I saw the flames and felt the heat, my heart started thumping and my throat went dry. I knew we had to get the planes out of the way and to stop the flames from spreading. I had to force myself to take a minute to size up the situation, to plan what should be done. Then I gave the orders, and we went into action. We fought the fire for about four hours straight before it was put out, and I was exhausted. I told the men they had done a tremendous job, and now we could all get some rest. I slept for twelve hours."

One of the men in repair party 3 had this to say about the fire:

"We got into our asbestos suits and assembled on deck. I saw those flames and I thought, 'Boy, if the fire gets to those planes, and we're anywhere near them, we'll be finished.' I was sweating all over. Our petty officer said, 'Men, we must get those planes out of there. Let's go.' He gave us our positions. I took the main hose and started working. Every couple of minutes the petty officer would come up to the men, redirecting the hose, telling me I was doing fine and saying that we were controlling the fire more and more. I was very tired after a couple of hours, but I felt partly responsible for the safety of the ship. I didn't want to let my petty officer or fellow crewmen down, and I felt that I was competent at my job and was doing it well. So I kept going, and finally the fire was put out."

(Continued on next page)

Identify the elements in the preceding situation which correspond to Miller and Dollard's paradigm of motivated behavior.

a. The 1st class petty officer sees the fire (cue) and realizes that the safety of the planes on deck is endangered (drive); he orders his men to fight the fire (response and remains with them until the fire is put out (reward).

b. The 1st class petty officer is aroused by the necessity of putting out the fire (drive). He orders his men (cue) to perform various tasks, and remains with them (response) until the fire is put out, then he sleeps for twelve hours (reward).

c. The 1st class petty officer feels his heart thumping and his throat going dry (drive). He orders the men to perform various tasks, and remains with them until the fire is put out (response). Then he sleeps for twelve hours (reward).

d. None of the above

Question 2.

With reference to the situation described in Question 1, which of the following elements in the situation corresponds with the "instrumental behaviors" of the motivation cycle?

a. Sweating, heart thumping, throat dry

b. Sweating, manning the fire hose, moving the planes

c. Manning the fire hoses, operating the cranes, positioning the men

d. All of the above

Question 3.

MIDN 2/c McDonnall is in charge of YP boat 4, code name Swallow, in a fleet of 6 YP boats out on maneuvers. Wanting his boat to look good in terms of formation and timing, McDonnall pressures his crew for perfection performance. However, about 3 hours out of port, the boat starts to slip in and out of formation and the crew's response to orders starts to slow down. Several members complain that they have been overworked and start to slack off. They cluster on the fantail smoking and telling sea stories.

Identify the relevant drive, cue, response and reward in the situation on YP boat 4 after three hours out.

1) Desire to relax	A. Drive
2) Relax and tell sea stories	B. Cue
3) Pack of cigarettes	C. Response
4) Men go to the fantail	D. Reward

Which is the correctly matched set?

a. 1-A, 2-D, 3-B, 4-C

b. 1-B, 2-C, 3-D, 4-A

c. 1-C, 2-B, 3-D, 4-C

d. None of the above

Question 4.

With reference to the situation described in Question 3: According to Maslow, which of the following needs might not be satisfied in the situation, resulting in the task not being completed?

a. Physiological need

b. Safety needs

c. Esteem needs

d. Self-actualization needs

Question 5.

With reference to the situation described in Question 3: Which of the following statements might help to complete the task according to Maslow's theory?

a. MIDN Mc Donnall should increase his pressure for perfect performance, appealing to the men's esteem needs.

b. The crew should be praised for their outstanding performance up to now, thereby satisfying their needs for self-actualization.

c. The crew should be allowed to take one man rests by rotation.

d. The entire crew should be given an hour's rest before continuing maneuvers

Question 6.

The task of the galley crew is to set the food out in the mess at the appointed hour. The crew has not been accomplishing this task on time because they have been having their meals in the galley before mess is served and dawdle over coffee and cigarettes. However, the galley chief prides himself on his rapport with his crew.

Which is probably the strongest set of drives operating on the galley crew when they are not accomplishing their task?

a. The primary drive of hunger, and the secondary drive of status

b. The primary drive of hunger, and the secondary drive of fatigue

c. The primary drive of hunger, and the secondary drive of affiliation

d. The primary drive of social approval, and the secondary drive of affiliation

Question 7.

Which statements concerning Maslow's Theory are valid?

a. Maslow's hierarchical theory of human motivation asserts that motivated behavior of both lower animals and men are arranged along a hierarchy of potency with the most potent or urgent needs being at the top.

b. Maslow asserts that those needs which have the greatest potency at any given time tend to dominate behavior and demand satisfaction, but it is possible to partially satisfy certain needs or to temporarily postpone satisfying lower order needs.

c. The major distinction between Maslow's conceptualization of motivation and others lies in the fact that Maslow deals only with secondary (learned) drive clusters.

d. None of the above

Question 8.

The first few years of his career, LCDR Tansey was always striving to do the best in his job, to get recognition from his supervisors, and to get promotions. As time progressed, however, LCDR Tansey began to slow down, and his zeal with regard to impressing his seniors was on the decrease. As he grew older and matured, which of the following needs probably changed most, thereby affecting his job performance, according to the Maslow theory?

a. Physiological

b. Safety

c. Self-esteem

d. Love and belongingness

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Two SEGMENT VI

REMEDIATION TEXT Syndactic Text VOL-II-C

ITEM	ANSWER	REMEDIATION REFERENCE
1	a	Summary 2: Pages 21-23
2	c	Summary 2: Pages 21-23
3	a	Summary 2: Pages 21-23
4	a	Summary 3: Pages 39-41
5	c	Summary 3: Pages 41-43
6	c	Summary 1: Pages 1-4 Summary 3: Pages 41-43
7	b	Summary 3: Pages 39-43
8	c	Summary 3: Pages 39-41
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PROGRESS CHECK ITEM AND OBJECTIVE MATRIX

MARCH 1971

Part Two Segment VI

ITEM NO.	T. O.	E. O.
1	1c	
2	1b	
3	2b	
4	2c	
5	2e	
6	2	2
7	2	10
8	2	11
9		
10		

PART 2 SEGMENT VI

T. O. Number	TEST ITEM
2	With reference to the question concerning the flight deck fire (PC-1), according to Maslow, which of the following drives might not be satisfied in the situation resulting in the task not being completed? a. Physiological need of hunger b. Safety needs c. Love and belongingness needs d. Esteem needs correct answer: c
	REVISION_____DATE:

PART 2 SEGMENT VI

T. O. Number	TEST ITEM
1	With reference to the flight deck fire described in Progress Check 1, which of Maslow's needs were probably acting <u>most strongly</u> on the repair 8 crewmen during the fire? a. Physiological needs b. Safety needs c. Love and belongingness needs d. Esteem needs correct answer: b
	REVISION_____DATE:

PART 2 SEGMENT VI

T. O. Number	TEST ITEM
1 (e)	With reference to the flight deck fire situation described in Progress Check 1, which of the below is the consequent condition of the task: a. Fear of the men b. Fire on the flight deck c. Petty officer gives orders d. Fire is extinguished correct answer: d
	REVISION_____DATE:

PART 2 SEGMENT VI

T. O. Number	TEST ITEM
2	Which would be the most efficient arrangement of the drive, cue, response, reward sequence in the situation on the YP-4, (Swallow)? a. Need to put the boat in formation; orders given; men take their stations; boat is positioned and praise bestowed upon crew. b. Need to fulfill duty and to get rest; MIDN 2/C gives men alternate work-rest periods; men stick to their assignments; crew positions ship and each man gets adequate rest. c. Need to relax and have fun; one of crew has cigarettes, men start to smoke. d. Need to eat; need to tell sea stories, need to smoke. correct answer: b
	REVISION_____DATE:

PART 2 SEGMENT VI

T. O. Number	TEST ITEM
2	According to the motivational cycle theory, which instrumental behaviors would be best implemented in order to create a drive in the crew that would fulfill both their needs and those of MIDN 2/C McDonnall? (YP-4 example) a. McDonnall orders the crew to respond to his demands upon threat of report. b. McDonnall allows the entire crew to have a smoke before asking them to return to their duties. c. McDonnall makes alternate work-rest assignments and gives them to his men. d. McDonnall requests permission to drop out of formation so his men can rest. correct answer: c

REVISION_____DATE:

PART 2 SEGMENT VI

T. O. Number	TEST ITEM
2 EO-6	According to Dollard and Miller's motivation theory, which of the following is probably the strongest set of drives, cues, responses and rewards operating in the situation. (Refer to the galley example of Progress Check 6.) a. The order to put the food out in time (cue); craving a cigarette (drive); putting the food out (response); praise for a job well done (reward). b. Being hungry (drive); the order to put the food out on time (cue); conversing with galley crewmates (response); feeling pleasurable after eating (reward). c. Feeling the need for companionship (drive); seeing the food and hearing the conversations of galley crewmates (cue); conversing with galley crewmates (response); satisfaction and relaxation after the galley crew is finished eating. (reward) d. None of the above. correct answer: c

REVISION_____DATE:

PART 2 SEGMENT VI

T. O. Number	TEST ITEM
2 EO-12	Identify the statement which best describes the antecedent and consequent conditions necessary for the completion of the task. a. The galley crew is given orders to set the food out at the appointed time (antecedent condition) and they complete the task because they have been motivated (consequent condition). b. The galley crew is told that every time they do not set the food out at the appointed time (antecedent conditon) they will be reprimanded (consequent condition). c. The galley crew is given orders to set the food out at the appointed time (antecedent condition) and they do it (consequent condition). d. None of the above. correct answer: c
REVISION_____DATE:	

Question 16.

ENS McRuley, junior division officer of the 1st Division, in his zeal to maintain a shipshape area, required the oncoming duty section to sweep and hose down the forecastle after mooring. Unaware of late arrivals, the Master-At-Arms secured the mess-decks, the cooks secured the galley and ENS McRuley's duty section completely missed the evening meal. The resultant displeasure among the section members likely was due to ENS McRuley's:

a. Placing an HPB factor after, and thus punishing, an LPB factor
b. Unawareness of antecedent environmental conditions
c. Failure to meet the men's physiological needs.
d. Disregard of the men's psychological needs.

Answer: c Ref. CO VI-A.2.

Question 20.

During a tour of the underway watch stations the Junior Officer of the Watch noticed that they were remote, poorly ventilated and isolated from the rest of the ship's activity. He also noticed that it was not uncommon to find the entire watch in Steering Aft to be either asleep or drowsy but, in any event, not attending to duty.

Which of the following is a suitable solution by the JOOW to this behavioral difficulty?

a. Provide for satisfaction of primary psychological drives of activity, affection, stimulation

b. Gather the men and reprimand them for their actions. Remind them of the penalties for not performing their duty.

c. Provide satisfaction of primary drives of nourishment, shelter, curiosity

d. Increase the motivational drives of the the men on watch by using intrinsic, aversive-reinforcing stimuli

Answer: a Ref. CO VI-A.2.

Question 3.

Which of the following drives are categorized as primary psychological drives?

a. Affiliation and security
b. Achievement and dominance
c. Security and status
d. Activity and stimulation

Answer: d Ref. . . . CO VI-A.2.a.2).

Question 29.

LTJG Ashburn is irritated about the flood of shore patrol reports reaching the ship on his "B" Division men. The Engineering Officer has not missed the chance to mention this reflection on "B" Division leadership. With fitness reports due, promotion boards about to meet and continuing shore patrol reports, LTJG Ashburn becomes most agitated. He freely distributes severe reprimands and court-martial threats to the entire division.

Which principle of motivation is illustrated by the behavior of LTJG Ashburn?

a. Behavior may stem from several sources.

b. Fear is a primary drive.

c. Drive conditions best materialize through both extrinsic instrumentalism and aversive reinforcement.

d. Fear is an innate drive.

Answer: a Ref. CO VI-A.2.3.

Question 14.

The weather was atrocious as LT Hookskip nursed his ailing jet down past 700 feet on the GCA glideslope. Oil pressure had dropped to zero; the engine had a slight vibration. If nothing further erupted by 400 feet LT Hookskip decided to ride it straight ahead into the runway area. At 500 feet, the fire warning light flashed on. As he reached for the ejection curtain, LT Hookskip had sudden visions of the sweeping tracts of houses alongside the airfield boundary.

Which of the following best describes the forces which are in operation in the above situation, according to Maslow's Hierarchical Theory of Motivation?

a. Primary drives of survival and pain avoidance will dominate and preempt all others.

b. Social drives are more complex and dynamic than primary drives.

c. Exceptions to the hierarchy are often caused by ideals, high social standards, high values or moral standards.

d. A single act of behavior may stem from several motivational sources.

Answer: c Ref. CO VI-A.2.;A.6.

Question 2.

Which of the following is contrary to Drive Theory concepts of individual human behavior?

a. Motivation begins with need, and generates instrumental behavior toward a goal.
b. Behavioral motivations are explainable in terms of individual awareness of existing motivating processes.
c. Secondary drives become generalized when response continues after the initial motive passes.
d. None of the above

Answer: b Ref. CO VI-A.3.a.; A.2.b.3).

Question 4.

Which set of the following agree with Maslow's hierarchical theory of human motivation?

1. Persistent, in-depth research eventually will isolate the single priority source for a specific behavioral act.
2. Needs which have the greatest potency at any given time dominate behavior and demand satisfaction.
3. When a need is satisfied, a higher-order motive appears.
4. Self-actualization needs (what a man can be, he must be) nearly always pre-empt and displace physiological and safety needs.
5. Physiological, safety, love and esteem and self-actualization needs are largely rigid in the hierarchy, and a person will act to satisfy the more basic of two needs.
6. It is possible to partially satisfy or temporarily postpone certain needs so higher-class functions may be considered.

a. 2, 3 and 6

b. 1, 2 and 5

c. 3, 5 and 6

d. 2, 3 and 4

Answer: a Ref. CO 'VI-A.6.

Question 5.

The atmosphere in the Ready Room was tense. The last recovery operation was lucky to get aboard without a casualty. The sea state had increased further. When the Squadron Commander arrived for briefing, the pilots said that it was madness to go out on a night like this for no more reason than routine training. The pilots requested that the Squadron Commander get the schedule cancelled. The Squadron Commander agreed with their view. After lengthy conversation with the Air Officer and Air Operations Officer, the problem was placed before the Carrier Commanding Officer in the form of a verbal "recommendation."

Which of the following best describes the impact of drives on the pilots' motivation?

a. When physiological needs are met, physical safety needs assume the next order of priority and tend to dominate the individual.

b. In order to learn something the individual must want something (drive), see something (cue), do something (response), and get something (reward).

c. Exceptions to the hierarchy of needs are often caused by ideals, high social standards, high values, etc.

d. Safety needs must be 100% satisfied before the next need emerges.

Answer: a Ref. CO VI-A.6.c.; A.6.d.;A.6.f.4) & 8).

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO

INDIVIDUAL BEHAVIOR

Segment VII

Conflict

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

CONFLICT

PROGRESS CHECK

Question 1.

When asked to indicate which training school he would prefer, Seaman Brady indicates electronics and medical. Later he finds out that he is qualified for either school and must choose between becoming a corpsman or working in electronics.

Seaman Brady's situation could be described as one of:

a. Avoidance-avoidance

b. Approach-avoidance

c. Approach-approach

d. Double approach-avoidance

Question 2.

Which of the following best defines a conflict?

a. Positive and negative feelings about a goal are present.

b. An individual has negative feelings about a goal.

c. An individual must choose one of two goals.

d. Both a and c above

Question 3.

Which of the following statements identifies characteristics of goal strength?

a. As one nears a negative goal the positive approach tendency becomes dominant.

b. As one nears a positive or negative goal its strength increases.

c. Negative and positive goals have equal strengths at a distance but unequal strengths near the goal.

d. Negative and positive goals have unequal strengths at a distance but equal strengths near the goals.

Question 4.

MIDN Scott has always wanted to perform better than average but his fear of failure often causes him to perform poorly. His typical pattern of behavior before an important exam is to begin studying a week ahead, but to stop studying several days before the exam.

The gradient of goal strength best describing MIDN Scott's behavior is:

a. Positive gradient equal to negative as he nears goal.

b. Negative stronger than positive when near the goal

c. Negative stronger than positive both at a distance from and near goal

d. Both b and c above

Question 5.

MIDN Gregory is assigned to write a research paper for his leadership course. He decides to conduct a personal interview with a retired admiral who is a close friend of his father. However, he is unable to reach the admiral.

This is an example of:

a. Conflict

b. Substitution

c. Frustration

d. Helplessness

Question 6.

A frustrating condition is operationally defined as:

a. The prevention of the occurrence of an otherwise highly probable response

b. The prevention of the completion of a reinforced response sequence

c. The prevention of a response arousal by a goal stimulus

d. All of the above

Question 7.

MIDN Howard was bitten by a German shepherd when he was a child. Now when MIDN Howard encounters German shepherds or any large dog he becomes very frightened.

The best method he can use to modify the fear is:

a. Avoid any situation where a dog might be present

b. Learn how to handle dogs and expose himself only to known friendly dogs (counterconditioning)

c. Attempt to forget the childhood experience

d. None of the above

Question 8.

MIDN Murray is preparing a term paper. For several weeks he has been trying to get a copy of a book that is absolutely necessary for the completion of the paper. He ordered a copy of the book but it hasn't come in yet and the librarian cannot find the library's copy nor the name of the individual who borrowed it. MIDN Murray is at wit's end. He is worried about his paper and afraid he will not pass the course because of it.

His situation is best described as one of:

a. Fear

b. Depression

c. Hostility

d. Frustration

Question 9.

(From Sea Power, Eds. E.B. Potter and Chester W. Nimitz, Prentice-Hall; Englewood Cliffs, 1960, p. 585.)

"In the spring of 1945, as the British, American, and French drove from the west and the Russians closed in from the east, Germany was beaten, although stubborn die-hards prevented the surrender until May."

If a German general in such a conflict position maneuvered his forces out of the area, he would be exhibiting:

a. Physical withdrawal

b. Psychological withdrawal

c. Compromise

d. Displacement

Question 10.

ENS Alexander likes to bowl, but bowls poorly and finds his inevitable low scores produce an uncomfortable situation for him and his teammates. Finally, ENS Alexander gives up bowling, telling his friends he hates it, and takes up golf. His behavior reflects a type of compromise.

Which of the following statements best identifies the compromise?

a. Reaction formation

b. Projection

c. Substitution and rationalization

d. Reaction formation and substitution

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Two SEGMENT VII

REMEDIATION TEXT Syndactic Text VOL-II-C

ITEM	ANSWER	REMEDIATION REFERENCE
1	c	Summary 1: Page 1
2	a	Summary 1: Page 1
3	b	Summary 2: Pages 23-25
4	b	Summary 2: Pages 23-25
5	c	Summary 3: Pages 47-49
6	a	Summary 3: Page 47
7	b	Summary 3: Pages 47-49
8	d	Summary 3: Pages 47-49
9	a	Summary 4: Pages 69-70
10	d	Summary 4: Pages 71-72
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PROGRESS CHECK ITEM AND OBJECTIVE MATRIX

MARCH 1971

Part Two Segment VII

ITEM NO.	T. O.	E. O.
1	1	
2	1	2
3	2	1
4	2	
5	3	
6	3	1
7	4	2
8	3	
9	5	
10	5	4

Question 39.

2-LT Vale returns to the rear after his first experience under combat gunfire. He apparently is unable to hear at all, but the MD can find no evidence of auditory damage.

Select the term which correctly characterizes 2-LT Vale's syndrome.

a. Dissociative reaction

b. Neurasthenia

c. Conversion reaction

d. Reaction formation

Ans. c, Ref. 2.8, TO-2

PART 2 SEGMENT VII

T. O. Number	TEST ITEM
1	MIDN Ryan has had a difficult year and his grade point has fallen very low. Tomorrow's final examination will determine whether he will remain in the academy. A friend offers Ryan a copy of the test questions. MIDN Ryan is fully aware of the importance of passing the exam. However, he is also fully aware of the honor code concerning exams. Midshipman Ryan is in which of the following situations? (a) Approach-approach (b) Double approach-avoidance (c) Avoidance-avoidance (d) Approach-avoidance answer: b

REVISION_____DATE:

PART 2 SEGMENT VII

T. O. Number	TEST ITEM
1 (EO-3)	Two midshipmen are in conflict situations involving the coming basketball game. MIDN Jones wants to go to the basketball game, but he also wants to hear his favorite band in concert that same night. MIDN Werner also wants to attend the basketball game but unfortunately, he promised to spend the evening with friends of his parents. The two types of conflict these midshipmen are in are: (a) Approach-approach and double approach-avoidance. (b) Approach-avoidance and avoidance-avoidance. (c) Approach-approach and approach-avoidance. (d) Double approach-avoidance and avoidance-avoidance. correct answer: c
REVISION_____DATE:	

PART 2 SEGMENT VII

T. O. Number	TEST ITEM
2	The Army-Navy track meet and lacrosse games are both being held the same afternoon. MIDN Garfield has played intramural lacrosse, so he really wants to go to the lacrosse game. The girl he's dragging, however, wants to go to the track meet and MIDN Garfield wants to please her. They end up going to the track meet. Which condition governed his behavior? a. His approach tendency toward the game was overruled by his approach tendency toward the girl. b. His avoidance tendency toward the track meet was overruled by his approach tendency toward the girl. c. His avoidance tendency toward the track meet was overruled by a new avoidance toward the lacrosse game. d. His approach tendency toward the lacrosse game was overruled by a new approach tendency toward the track meet. Answer: a
	REVISION_____DATE:

PART 2 SEGMENT VII

T. O. Number	TEST ITEM
2	MIDN Merrill has a problem of being overweight, but he is trying to diet. Some friends drop by and ask him if he would like to come with them to get a pizza. Although he has just finished a hearty dinner and he knows it will break his diet, he decides, after much deliberation, to go with his friends and have a pizza. In this instance MIDN Merrill's behavior can best be described by: (a) The strength of the negative goals are stronger and he avoids the positive goal. (b) His avoidance tendency toward the pizza was weaker than his approach tendency toward the diet. (c) His approach tendency for the pizza was stronger than his approach tendency toward the diet. (d) His approach tendency toward an evening with his friends was stronger than either his avoidance tendency for the diet or his avoidance tendency for the pizza. Answer: c
	REVISION_____DATE:

PART 2 SEGMENT VII

T. O. Number	TEST ITEM
3	It is 4th down and goal to go in the final minute of the ball game. The quarterback, MIDN Kelly, decides to fake a hand-off and run the ball himself from the five yard line to make the winning touchdown. The ball is snapped, Kelly fakes to a halfback and starts around left end to the goal line. Three members of the opposing team meet him at the three yard line. The situation MIDN Kelly faces is one where: (a) His avoidance tendency is stronger than his approach tendency. (b) The strength of the goal is greater than the opposing barriers. (c) There is an external barrier preventing attainment of the goal. (d) Environmental conditions facilitate the occurrence of the desired response. Answer: c
	REVISION_____DATE:

PART 2 SEGMENT VII

T. O. Number	TEST ITEM
3 EO-1	A suitable definition of frustration is: (a) Frustration is what is done to an organism. (b) Frustration is the resulting behavior from doing something to an organism. (c) Frustration is an emotional response to an objective environmental danger. (d) Frustration is anything that acts as an obstacle to the acquisition of a goal. Answer: d

REVISION_____DATE:

PART 2 SEGMENT VII

T. O. Number	TEST ITEM
4	A child wants to play with a toy fire engine. Previously when the child played with this toy it had a siren that made a loud sound. Today the siren doesn't make any sound, so the child pounds it on the floor and then throws it across the room. The child's behavior is best described by: (a) Hostility and frustration (b) Fear (c) Frustration and fear (d) Hostility Answer: a

REVISION_____DATE:

PART 2 SEGMENT VII

T. O. Number	TEST ITEM
5	As a child ENS Miller's parents often lost their tempers or punished him for his awkward table habits. At graduate school he prefers to eat alone when possible and rarely attends formal banquets or eats at restaurants. ENS Miller's defensive reaction is one of: (a) Compromise (b) Withdrawal (c) Aggression (d) Frustration Answer: b

REVISION_____DATE:

PART 2 SEGMENT VII

T. O. Number	TEST ITEM
5	When MIDN Richards asked Carol for a date she accepted. Later, she called him back and told him she would not be able to go out. That night MIDN Richards sees Carol with a friend of his. In which of the following situations would his reaction be one of aggression? (a) He calls Carol and tells her how angry he is and that he will never ask her out again. (b) He decides never to ask her out again and to ignore his friend. (c) He decides to ask her out but to also date other girls. (d) Either (a) or (c). Answer: a

REVISION_____DATE:

PART 2 SEGMENT VII

T. O. Number	TEST ITEM
5 EO-1	MIDN Craig's roomate continually bothers him. He interrupts Craig when studying, is rude to Craig's friends and has annoying personal habits. Which of the following examples would illustrate constructive aggression on Craig's part? (a) He tells his roomate exactly how he feels. (b) He finds a new and neater roomate for the next semester. (c) He ignores his roomate completely. (d) Both (b) and (c). Answer: b

REVISION_____DATE:

Question 6.

A person is faced with necessity to choose one of two completely incompatible, equal strength goals. This situation defines:

a. Frustration
b. Compromise
c. Conflict
d. Goal strength

Answer: c Ref. CO VII-A.1.

Question 19.

Which one arrangement of terms in Column B fits the appropriate definitions set down in Column A?

COLUMN A	COLUMN B
1. Amount a goal attracts or repels	a. Frustration
2. Obligatory choice between two separate goals	b. Suppression
3. Barrier to attainment of a goal	c. Conflict.
4. Unconscious unwillingness to remember a painful or ego-threatening situation	d. Reaction valence
5. Gradient of positive goals becomes steeper than negative goals farther from the goal, shallower than negative goals when nearer the goal	e. Goal strength
6. Both positive and negative feelings about the same goal	f. Repression

Which of the following correctly matches the definitions in the left-hand column with the terms listed in the right-hand column?

a. 1-e, 2-c, 3-a, 4-f, 5-e, 6-c

b. 1-d, 2-a, 3-b, 4-f, 5-d, 6-c

c. 1-a, 2-c, 3-f, 4-b, 5-d, 6-a

d. 1-c, 2-f, 3-a, 4-b, 5-e, 6-d

Answer: a Ref. CO VII-A.1.2.4.; B.1.2.

Question 25.

MIDN Swivett looked forward to many years of dedicated service. Unfortunately, duty selection time was at hand, and each had tremendous appeal. There wasn't time to try them all.

Aviation was thrilling, high-tempo duty with extra pay; but the rapid deployments and scramble for command billets gave him pause. Surface duty had endless potential for fruitful, fulfilling experiences; but the afloat routine could be tedious, and pay was a problem. Submarines were fascinating, and involved extra pay; but selection requirements for nuclear submarines were most demanding and restrictive.

Which of the following best fits MIDN Swivett's behavior problem?

a. Approach-avoidance

b. High-low-high conflict

c. Multiple approach-avoidance

d. Frustration

Answer: c Ref. CO VII-A.3.

Question 7.

Which of the following comprise the basic categories of conflicting goal behavior?

1. A person has two undesirable alternatives and cannot avoid one without meeting the other (--).
2. A person is both attracted and repelled by the same goal (+-).
3. A person is repelled by two equally undesirable goals (--).
4. A person has several alternatives, each of which has both attractive and undesirable goals (+-+ +-).
5. A person is equally attracted by one goal and repelled by the other (+-).
6. A person has two desirable goals but to seek one involves forsaking the other (++).

a. 1, 2, 3, 4, 5 and 6

b. 3, 4, 5 and 6

c. 1, 2, 4 and 6

d. 1, 2, 4, 5 and 6

Answer: c Ref. CO VII-A.3.

Question 23.

Which of the following describes an important implication of the goal-strength gradient concept?

a. Negative goals are stronger than positive, when at a distance from the goal.
b. Positive goals are stronger than negative, when near the goal.
c. The closer to the goal, the weaker the goal strength becomes.
d. The strength of the goal is stronger, the nearer one is to it.

Answer: d Ref. CO VII-A.4.

Question 8.

LTJG Chyne was exasperated. For the second time his petty officers has reported Philch for pilfering from crates during stores working parties. During the Executive Officer's investigation, LTJG Chyne accurately related the past poor performance of SN Philch in support of the charge; the violations of SN Philch were flagrant. For the second time the Executive Officer dismissed the charges with a severe warning to Philch, but added, "After all, we cannot make a common criminal out of a man over a can of peaches."

What behavioral reaction would LTJG Chyne likely experience?

a. Ego defense

b. Frustration

c. Conflict

d. Compromise

Answer: b Ref. CO VII-B.

Question 9.

Conflict situations often lead to frustration conditions.

Select the ego-defense mechanism most commonly employed in the presence of a frustration barrier.

a. Compromise

b. Aggression

c. Withdrawal

d. Suppression

Answer: b Ref. CO VII-D

Question 21.

PO3 Watts approached his upcoming promotion exam with apprehension. He had failed his last two promotion exams and had been unable to properly study for the current exam because of operational commitments. PO3 Watts' division officer, ENS Jerve, had closely followed Watts' progress and had spent considerable time counseling Watts and trying to arrange time off for him to study. The counseling sessions seemed to work but only for a short period. Watts always reappeared with a new problem in a couple of days. ENS Jerve was sincere in wanting to help PO3 Watts but he also felt that PO3 Watts should be helping himself more. ENS Jerve had pleaded Watt's case to the Executive Officer several times. The last session that ENS Jerve had with the Executive Officer he got the distinct impression that the Executive Officer really didn't hear anything he said.

ENS Jerve went on liberty that day and before he had gone two miles from the base main gate he had been cited for speeding and reckless driving.

Which of the following best describes the type of behavior exhibited by ENS Jerve?

a. Approach-approach in an approach-avoidance situation

b. Escape

c. Compensation for own inadequacies

d. Aggression

Answer: d Ref. CO VII-D.1.

Question 30.

Match the behavior characteristics in column A with the appropriate defense mechanisms in column B.

COLUMN A	COLUMN B
1. Paralysis	a. Regression
2. Physical withdrawal	b. Substitution
3. Psychological withdrawal	c. Rationalization
4. Compromise	d. Fantasy
	e. Suppression
	f. Freeze
	g. Escape
	h. Projection

Which of the following correctly matches the terms in column A with those in column B?

a. 1-f, 2-g, 3-a, d, e; 4-b, c, h

b. 1-f, h; 2-e, g, 3-a, c, d, 4-b

c. 1-c, f, 2-a, g, 3-d, h, 4-b, e

d. 1-f, 2-g, 3-a, c, d, 4-b, e, h

Answer: a Ref. CO VII-D.2,3.

Question 27.

Match the terms in column A with the appropriate definitions in column B.

COLUMN A	COLUMN B
1. Repression	a. Assigning our undesirable qualities to others
2. Projection	b. Unconscious unwillingness to remember an ego-threatening situation
3. Suppression	c. Adapting behavior of earlier period
4. Rationalization	d. Devising false logic to defend self or actions
	e. Deliberate effort to forget by turning to other activities
	f. Disguising motives so they appear in form opposite to original intent

Which of the following correctly matches the terms in column A with the definition in column B?

a. 1-e, 2-c, 3-b, 4-a

b. 1-e, 2-b, 3-f, 4-c

c. 1-b, 2-a, 3-e, 4-d

d. 1-b, 2-f, 3-d, 4-f

Answer: c Ref. CO VII-D.2; D.3.

Question 22.

The ship is preparing for mothballing. The crew is being transferred periodically in small drafts to new duty. At 2200 a draft of 10 men reports with baggage to the OOD for departure. The OOD observes that the orders specify departure on the following date. The men state that the Executive Officer has approved the early departure. The Personnel Office is secured. The Executive Officer has left the ship.

Which of the following is the most suitable decision in light of normal behavioral responses, regulations and moral obligations?

a. Escape - make the men wait until 0001 by which time the on-coming Mid-watch OOD can log them out.

b. Avoidance - log the men out at once, noting time of departure as 0001 following date.

c. Compromise - modify the endorsement for those who need to depart at once and log them out accordingly; require the others to wait until 0001 and take the chance of the Executive Officer's wrath.

d. Aggression - refuse to permit the men to depart until 0001 or until they return with corrected orders.

Answer: c Ref. CO VII-D.3.

Question 10.

Which of the following BEST states the value of ego-defense mechanisms?

a. Their use can help to unravel confused underlying motives.
b. Their excessive use leading to new difficulties with society applies only to the seriously maladjusted individual.
c. Although excessive use may develop habitual use, indulging in less than extreme degrees usually requires deliberate intent and tailoring to the specific situation.
d. As normal adjustments they are convenient for disposing temporarily of minor stress problems.

Answer: d Ref. CO VII-D.4.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO

INDIVIDUAL BEHAVIOR

Segment VIII

Abnormal Behavior

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

ABNORMAL BEHAVIOR

PROGRESS CHECK

Question 1.

Following reassignment to the engine room, Engineman Jackson began suffering from chronic headaches, continual stomach upsets, and in general complained of being constantly fatigued. Normally, Jackson was too tired or felt too bad to attend to his duties in the engine room. When ENS Williams, Jackson's superior officer, asked him if he liked his job, Jackson replied, "It's OK, I guess." His response was not at all enthusiastic.

Select the correct reason for the persistence of Jackson's apparently neurotic behavior.

a. Jackson is positively reinforced for his poor health.

b. Jackson's poor health is negatively reinforced because it diverts his attention from his unhappiness with his new assignment in the engine room.

c. Jackson's poor health is negatively reinforced because it allows him to complain about his physical well-being.

d. None of the above

Question 2.

Select the correct definition of neurosis.

a. A mental or personality disorder, more severe than a psychosis, in which a person is anxious, miserable or incapacitated in his daily relationship with others.

b. A mental or personality disorder less severe than a psychosis in which a person suffers from extreme feelings of persecution.

c. A mental or personality disorder less severe than a psychosis, in which a person is usually anxious, miserable, or troubled in his work and relations with others.

d. A mental or personality disorder more severe than a psychosis in which a person suffers from extreme fluctuations in mood.

Question 3.

Whenever ENS York is under stress, he suffers from considerable apprehension and anxiety over failing. Although he is generally uncomfortable and nervous, ENS York is able to perform his duties as directed. ENS Williams, however, reacts differently. Recently he has become unreasonably hostile. He is convinced that his superiors are plotting against him and behaves accordingly. He is thus unable to perform his mission effectively due to his extreme delusions of persecution.

Select the correct classifications of both Ensigns York and Williams' behaviors.

a. ENS York is psychotic; ENS Williams is neurotic.

b. Both men are psychotic.

c. ENS York is neurotic; ENS Williams is psychotic.

d. Both men are neurotic.

Question 4.

Select the correct definition of phobic behavior.

a. Neurosis in which an otherwise normal individual develops an irrational, uncontrollable fear based largely on groundless reasons

b. Neurosis in which an individual becomes excessively concerned about his physical well-being

c. Neurosis in which an individual is unreasonably fearful of height

d. Neurosis in which an individual is unreasonably fearful of water

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Question 5.

Select the defense mechanism which, when used inappropriately, leads to obsessive-compulsive behavior.

a. Repression

b. Displacement

c. Rationalization

d. Avoidance

Question 6.

Select the example that describes psychotic behavior.

a. Individual rarely loses orientation to his environment.

b. Individual rarely needs institutional care.

c. Individual exhibits a severe degree of personality decomposition, little contact with reality; individual incapacitated in social functioning.

d. Individual has wide range of psychosomatic complaints but has no hallucinations or other markedly deviate behavior.

Question 7.

Select the statement that correctly describes the reasons why it is important to study abnormal behavior.

a. An officer must be able to recognize early symptoms of personality or behavior disorders in his subordinates in order to effectively administer treatment.

b. An officer must be able to recognize the early symptoms of personality or behavior disorders so that he knows when to refer individuals needing help to professionals capable of dealing with their particular problems.

c. To give an officer more information for preparing evaluations of his subordinates

d. To help an officer become more personally familiar with his subordinates

Question 8.

Select the answer that best illustrates a manifestation of personality disturbance type of character disorder.

a. Feels the necessity and the right to sa satisfy primary drives.

b. Loses emotional self-sufficiency in stress.

c. Resists enculturation.

d. Has mystic experiences such as a deep sense of ecstasy or limitless horizons opening to him.

Question 9.

Select the answer that best describes a manifestation of the sociopathic personality type of character disorder.

a. Will feel, at times, a need for privacy and solitude.

b. Capable of deep interpersonal relations with only a few rather than many individuals.

c. Accepts himself and his characteristics with little feelings of guilt and anxiety.

d. Has detailed and usually convincing explanations for his actions.

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Two SEGMENT VIII

REMEDIATION TEXT Syndactic Text Vol-II-C

ITEM	ANSWER	REMEDIATION REFERENCE
1	b	Summary 1: Page 2
2	c	Summary 1: Page 1
3	c	Summary 1: Page 1
4	a	Summary 2: Page 25
5	a	Summary 2: Pages 25-26
6	c	Summary 3: Pages 56-58
7	b	Summary 3: Page 58
8	b	Summary 4: Pages 75-78
9	d	Summary 4: Pages 78-81
10		
11		
12		
13		
14		
15		

PROGRESS CHECK ITEM AND OBJECTIVE MATRIX

MARCH 1971

Part Two Segment VIII

ITEM NO.	T. O.	E. O.
1	1	
2	1	1
3	2	
4	3	
5	3	2
6	3	4
7	3	5
8	3	6
9	4	
10	5	

Question 21.

From the choices below, select the statement that correctly describes an advantage of massed practice.

a. Massed practice is advantageous when used for logical reasoning problems.

b. Massed practice is effective when prior learning is used to promote new learning.

c. Massed practice is advantageous as a technique for enforcing learned responses.

d. Massed practice reinforces learning by rote and repetition.

Ans. a, Ref. 2.4, TO-2/EO-3

PART 2 SEGMENT VIII

T. O. Number	TEST ITEM
1	Following persistent rumors that his unit was slated for duty in Viet Nam, Marine CPL Amos began making frequent visits to sick bay. He complained of general nausea, constant stomach cramps, and periodic intestinal distention. Extensive diagnostic examinations revealed that Amos was in perfect health. Select the statement listed below that shows the correct reason for the persistence of CPL Amos' apparently neurotic behavior. a. CPL Amos' anxiety is negatively reinforced because it allows him to complain about his physical well-being. b. CPL Amos' excessive concern with his physical well-being is negatively reinforced because it diverts his attention from his excessive anxiety about being sent to Viet Nam. c. CPL Amos' anxiety is negatively reinforced because it allows him to complain about going to Viet Nam. d. None of the above. correct answer: b
	REVISION_____DATE:

PART 2 SEGMENT VIII

T. O. Number	TEST ITEM
1 (EO-2)	From the choices below, select the one which correctly states the rule governing the difficulty of permanently removing neurotic symptoms: a. The source of anxiety causing neurotic reactions is largely unconscious and usually requires psychoanalytic probing and extensive re-education in adaptive behavior. b. The source of anxiety causing neurotic reactions is normally obvious and can be removed by a superior pointing out the problem areas. c. The source of anxiety causing neurotic reactions is normally obvious and therefore does not require psychoanalytic probing or adaptive re-education. d. All of the above. correct answer: a

REVISION_____DATE:

PART 2 SEGMENT VIII

T. O. Number	TEST ITEM
2	Following inspection, SN Gibbs was refused liberty because of the condition of his locker. Upon being told of his punishment, Gibbs became uncontrollably violent, and had to be restrained by several of his shipmates. His rage lasted for several hours. Gibbs was finally subdued but again reverted into a manic state, several hours later. This time, Gibbs was removed from his quarters and taken to the brig for safe keeping. From the list below, select the correct classification of SN Gibbs' behavior. a. Psychotic b. Neurotic c. Phobic d. None of the above Answer: a

REVISION_____DATE:

PART 2 SEGMENT VIII

T. O. Number	TEST ITEM
3	Whenever ENS Bloom was in a small compartment, narrow corridor, or crawl way, he became very nervous and extremely apprehensive about becoming trapped. His fear of confinement is an example of what type of neurotic behavior? a. Hypochondria b. Acrophobia c. Ochlophobia d. Claustrophobia correct answer: d

REVISION_____DATE:

PART 2 SEGMENT VIII

T. O. Number	TEST ITEM
3	SN Green was ordered to paint the superstructure. During his ascent, Green looked down and became paralyzed; he was unable to continue or descend. What is the classification of SN Green's apparent neurotic behavior? a. Ochlophobia b. Claustrophobia c. Acrophobia d. Neurasthenia correct answer: c

REVISION_____DATE:

PART 2 SEGMENT VIII

T. O. Number	TEST ITEM
3 (EO-1)	Select the statements below that describe the general characteristics of anxiety reactions. 1. Anxiety may be manifested in physiological disturbances such as gastric disturbances and persistent diarrhea. 2. Anxiety may be persistent and uncomfortably high or it may come as a sudden attack that lasts for several hours or days. 3. Anxiety may be relieved or diverted by adopting physical symptoms. 4. Source of anxiety is usually unknown. a. 1, 2, and 4. b. 3, and 4. c. 2, 3, and 4 d. All of the above. correct answer: d

REVISION_____DATE:

T. O. Number	TEST ITEM
3 (EO-1)	From the statements below, correctly identify the general characteristics of anxiety reactions. a. Neurosis in which a person exhibits an irrational fear. b. Neurosis in which intense and observable anxiety manifests itself in symptoms of physiological disturbances, such as gastric disturbances. c. Neurosis in which a person engages in irrational and repetitive behavior. d. Neurosis in which parts of the personality and memory apparatus appear to be dissociated from each other. correct answer: b

REVISION_____DATE:

PART 2 SEGMENT VIII

T. O. Number	TEST ITEM
3 (EO-2)	From the list below, correctly identify the following example of neurotic behavior: Neurosis in which acquired irrational fears operate at a great intensity a. Phobia b. Hypochondria c. Amnesia d. Neurasthenia correct answer: a

REVISION_____DATE:

PART 2 SEGMENT VIII

T. O. Number	TEST ITEM
4	Read the following descriptions of abnormal behavior: A. Behavior sometimes injurious or dangerous to individual or to society. B. Individual often has some insight into the nature of his behavior. C. Severe degree of personality decomposition; little contact with reality; individual often incapacitated in social functioning. D. Individual frequently loses orientation to environment. Identify the descriptions of psychotic behavior from the symptoms listed above. a. A, B, and D. b. B, and D. c. C, and D. d. A, C, and D. correct answer: d

REVISION_____DATE:

PART 2 SEGMENT VIII

T. O. Number	TEST ITEM
4	Read the following descriptions of abnormal behavior: A. Mild degree of personality decomposition; reality contact impaired but patient not severely incapacitated in social functioning. B. Individual frequently loses orientation to environment. C. Individual rarely needs institutional care; psychotherapy is usually sufficient treatment. D. Behavior sometimes injurious or dangerous to individual or to society. Identify the descriptions of psychoneurotic behavior from the symptoms listed above. a. Examples A, C, and D. b. Examples B, C, and D. c. Examples A and C. d. All of the above. correct answer: c

REVISION_____DATE:

Question 26.

In addition to marked self-centeredness, which of the following characteristics describe the neurotic type of abnormal behavior?

1. Poor problem-solving methods (indecisiveness); indefinable pervading anxieties
2. Gripping fears; disproportionate guilt
3. Cyclic extremes of elated activity or deep depression
4. Lost considerable contact with reality
5. Greatly optimistic; fantastic liar
6. Recurring, intruding ideas; strong, demanding drives to action

a. 1, 2, 3 and 6

b. 1, 2 and 6

c. 1, 3 and 4

d. 2, 4 and 6

Answer: b Ref. CO VIII-A.1., 2, 3, and 4.

Question 11.

Which of the following is true of neuroses attended by internally generated anxiety?

a. Relief of anxiety can be achieved through extinction of the neurotic response which provides positive reinforcement.

b. Neuroses can be treated by removing the source of anxiety or providing a more adaptive way to deal with the anxiety-provoking stimuli.

c. Certain neuroses engender negative reinforcement by provoking sympathetic response.

d. The source of the anxiety can generally be easily identified.

Answer: b Ref. CO (VIII-A.1.d.1) and 2)

Question 18.

Charges of insubordination were brought against a young airman by the barracks Master-At-Arms. At the trial the MAA displayed constant high anxiety both on the witness stand and off. Proceedings were delayed each day while the MAA attended sick call with gastric complaints. He felt that none of the men in the barracks liked him but he could not explain why.

Which of the following categories do these behavioral manifestations most closely fit?

a. Anxiety reaction
b. Conversion reaction
c. Hypochondria
d. Paranoid reaction

Answer a Ref. CO VIII-A.2.

Question 15.

Which of the following descriptions characterize the compulsive neurotic?

a. Fixed anxiety; irrational fears

b. Constantly intruding idea; fear of some dire ailment

c. High guilt anxiety; senseless acts repeatedly intruding into behavior patterns

d. Delusions of persecution; aggression

Answer: c Ref. CO VIII-A.4.b.

Question 24.

In retrospect it was evident that AD1 Torque had been in deep emotional trouble for some time. Investigations revealed that he suspected his wife of indiscretions. Together with rising debts, the gossip around the small base and on the flight line had him between the proverbial "rock and hard place".

Although he was recovering nicely from a recent crash, he still could not remember who he was. When questioned about getting the airplane airborne, he said that it was no problem since he was a qualified plane captain with long air crew experience. When pressed, he would mention sooner or later that he still had to go somewhere, to get away, just as soon as he was able.

Which of the following best describes AD1 Torque's condition?

a. Fugue

b. Paranoia

c. Conversion reaction

d. Obsessive-compulsive reaction

Answer: a Ref. CO VIII-A.4; A.6.

Question 12.

Assuming that "pure" forms of abnormal behavior can be isolated, which of the characteristics or reactions listed below describe the psychotic type of behavior?

1. Loss of contact with reality
2. Hypochondria
3. Deep gloom and depression concerning poverty, guilt or death
4. Delusions of persecution; projection of an aggressive impulse to others
5. Sexual psychopath; addict

a. 1, 2 and 5

b. 2, 4 and 5

c. 3, 4 and 5

d. 1, 3 and 4

Answer: d Ref. CO VIII-B.1.

Question 13.

It had been two weeks since the Monitor had been ambushed and the crew captured. The unfortunate action and the long. marches through the forest had brought about intense fatigue. At a way-station, they finally got the chance to rest. With but three days in this temporary camp, BM3 Gnash had become unbelievably withdrawn. He often remained motionless for long periods of time. Besides ignoring the situation, he silently ignored his meager rice ration and other simple requirements. The time to escape or to bribe captors for release was now, before reaching a main base area. But there was no way to get Gnash back in touch with reality.

Which of the following best describes the abnormal behavioral disturbance of BM3 Gnash?

a. Hysteria

b. Depressive psychosis

c. General paresis

d. Catatonic schizophrenia

Answer: d Ref. CO VIII-B.1.c.3)

Question 28.

Select the statement which BEST described organic psychoses.

a. Organic psychoses have symptoms similar to neurasthenic reactions but have different origins.

b. Organic psychoses are characterized by refusal to take food and water and other suicidal tendencies.

c. Organic psychoses are induced by conditions affecting the brain.

d. Organic psychoses are characterized by extreme negativism and muscular rigidity.

Answer: c Ref. , CO VIII-B.2.

Question 17.

QM2 Spotshot had been on the bridge aboard the carrier MISSIONARY RIDGE during the tragic night collision with the destroyer BOSHWARE. He never spoke of the accident. When queried directly about it, he would start to reply, then become confused, and finally would say that he just could not remember what had happened. He would appear to be the last person to have any information of the last terrible moments.

It appears that QM2 Spotshot was exhibiting the ego-defense mechanism of.

a. Repression

b. Aggression

c. Suppression

d. Regression

Answer: a Ref. CO VIII-D.1.; D.2

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO

INDIVIDUAL BEHAVIOR

Segment IX

Personality

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

PERSONALITY

PROGRESS CHECK

Question 1.

Which comparison of different views of personality is correct?

a. The social-stimulus and the trait viewpoints stress the individual's behavior, whereas the remaining view stresses the thoughts and feelings of others about him.

b. The self-image view stresses the individual's subjective view of his behavior, whereas the other views all stress measurable, objective observations of the individual's behavior.

c. The social-stimulus view emphasizes the perception and reaction of others about an individual, while the remaining views emphasize the ideas and behavior of the individual himself.

d. None of the above

Question 2.

Which of the following statements accurately describes the view of personality as "self-image"?

a. All the actions of an individual, which are then interpreted in toto as his personality, are done for the sake of the self of that individual.

b. The personality of an individual is simply the way in which he thinks about himself.

c. Other individuals in our society are constantly projecting their expectations, or images, on our own self, and it is in conformance with these expectations that our personality is formed.

d. The separate entity known as the self is only an image reflected by the perceptions and reactions of others in our environment; thus, personality can be considered to be only the sum total of the effects of the self on others.

Question 3.

Select the best comparison(s) of the four theories of personality.

a. Both Freudian and transactional analysis theory account for maladjustment in terms of fixation at the early stage of development. Learning theory and Maslow's theory are less concerned with personality maladjustment, but stress instead, factors which can be observed in healthy, well-adjusted personalities.

b. Self-actualization theory and Freudian theory are more similar than either transactional or behavioral theory and Freudian theory.

c. All four theories can be proved on the basis of clinical evidence.

d. All theories generally agree that personality is for the most part innate.

Question 4.

Which of the following statements best describes the four major theories of personality?

a. Freudian theory and transactional analysis both describe psychic structures, while self-actualization and behavior-learning theories emphasize normal behavior.

b. Each theory places central importance on states in infancy that determine later adult action, and each requires the occurrence of deprivation or trauma to fix neurotic behavior patterns in the personality.

c. All four of the theories make the fundamental assumption that man is basically good, but that his personality is determined by forces over which he has minimal control.

d. All of the theories place central importance on the behavioral concepts of reinforcement, punishment and extinction.

Question 5.

ENS Smith has been referred to a base psychiatrist because of an obvious change in his behavior. Formerly an outstanding officer, Smith appears to have lost all initiative and pride in his work. He expresses an interest only in eating, sleeping, drinking, and sex. The change in Smith's behavior occurred shortly after he was assigned to duty under a new Commanding Officer, one who was noted for his strict authoritarian approach. The psychiatrist discusses Smith's case as follows:

> ENS Smith's behavior reflects a neurotic resolution of the conflicting desires of his id and superego. His id rebels against the bossy, authoritarian attitude of his new Commanding Officer, and would like to exhibit hostility toward him. His superego, on the other hand, prevents him from expressing his hostility overtly, and tells him it is "wrong" to question or resist authority. The resulting behavior, passivity and listlessness, is in fact a socially acceptable form of rebellion against the authority figure.

The psychiatrist's interpretation of ENS Smith's problem reflects the influence of which theory of personality?

a. Freudian

b. Self-actualization

c. Transactional analysis

d. Behavior-learning

Question 6.

CPO Taylor is known as a tough yet gentle man. He accepts himself and others "as is," yet he does not resist change. He does not get bored easily, ever by repeated problems, and is concerned with the problems themselves, not with whether or not he is successful in solving them. Taylor can question cultural values, yet not rebel against them for the sake of rebellion alone. His sense of humor is patient and philosophical, not cruel or sadistic.

The above manner of describing CPO Taylor comes closest to which of the following theories of personality?

a. Behavior-learning
b. Psychoanalytical
c. Transactional analysis
d. Self-actualization

Question 7.

Which of the following groups of characteristics does not belong on Maslow's list of characteristics of self-actualized individuals?

a. Shows respect for all people regardless of race, creed, etc.

   Has problem centered, as opposed to self-centered, approach to life

   Can perceive reality more effectively than most people and adjust to it

b. Accepts himself and others easily

   Is capable of a deep appreciation for the basic experiences of life

   Has a deep social interest and identification, in a sympathetic way, with mankind as a whole

c. Has strong need to distinguish himself among mankind in general

   Shows restraint as opposed to spontaneity

   Has self-centered, as opposed to problem centered, approach to life

d. Is highly creative

   Possesses a well-developed non-hostile sense of humor

   Is democratic in attitude toward others

Question 8.

LTJG Barnes has been having difficulties lately taking his job seriously. His work has become minimum in quality, and he complains frequently of not being able to keep his mind on what he is doing. When asked what he thinks about during the day, he says that he feels more like a little boy playing sailor than a mature man doing an important job. He alternates between periods of fruitful activity in which his neopsychic function appears dominant, and periods of daydreaming and incessant tidying of his desk, uniform, etc., in which his job seems just a game, and his archaeopsyche appears dominant. Then, occasionally a third function, that of the exteropsyche, is apparent. In this state, he chides himself for his childish, irresponsible behavior.

LT Barnes's patterns of behavior are described above according to which of the following theories of personality?

a. Transactional analysis

b. Self-actualization

c. Behavior-learning

d. Psychoanalytic

Question 9.

The best description of the relationship between personality and learning is:

a. Learning is one of the basic processes involved in the formation of personality and an important reason for differences in personality.

b. Personality is the basis of the development and adjustment of learned behavior, and an important reason for differences in learning.

c. Differences in personality are basic to the understanding of processes in the acquisition and adjustment of learning.

d. Acquisition and adjustment of differences in behavior is basic to the understanding of learning and personality.

Question 10.

One accepted definition of personality as employed by behavior-learning theorists is:

a. Personality is a function of immediate forces acting on the individual without reference to any organizational factors or developmental history.

b. The sum total of all the experiences of the individual acting at a given moment in time is considered to be his personality at that time.

c. Personality is not measurable or able to be scientifically described, therefore it should not be considered relevant to learning theory.

d. Personality is that organization of unique behavior equipment that an individual has acquired under the special conditions of his particular history of learning.

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Two SEGMENT IX

REMEDIATION TEXT Syndactic Text VOL-II-C

ITEM	ANSWER	REMEDIATION REFERENCE
1	c	Summary 1: Pages 1-4
2	b	Summary 1: Page 1
3	a	Summary 2: Pages 21-29
4	a	Summary 2: Pages 21-29
5	a	Summary 2: Pages 21-23
6	d	Summary 2: Pages 26-28
7	c	Summary 2: Pages 26-27
8	a	Summary 2: Pages 23-25
9	a	Summary 2: Pages 28-29
10	d	Summary 2: Pages 28-29
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PROGRESS CHECK ITEM AND OBJECTIVE MATRIX

MARCH 1971

Part Two Segment IX

ITEM NO.	T. O.	E. O.
1	1	
2	1	1
3	2	
4	2	
5	3	
6	4	
7	4	1
8	5	
9	6	
10	6	1

Question 10.

Which of the four theories of personality would probably lend itself most easily to verification by experimental methods?

a. Psychoanalytic theory

b. Transactional analysis

c. Self-actualization

d. Behavior-learning theory

Ans. d, Ref. 2.9, TO-2

PART 2 SEGMENT IX

T. O. Number	TEST ITEM
1	Which of the following statements most accurately describes the relationships between the three views of personality as being (1) social stimulus value; (2) a complex of interacting traits; and, (3) the self-image: (a) The three views differ most importantly on the questions of whether personality is a unitary entity or is composed of parts, and whether personality is to be regarded as something independent of how it is reflected by the reactions of other individuals. (b) Involvement of the "self" is the major dimension along which the three major views of personality can be arranged and compared. (c) From the point of view of practical usefulness, the three different views of personality are essentially identical. (d) The three personality views differ primarily in their historical development, with "social stimulus value" being the most modern view, and "self-image" being the oldest, but each of them having essentially the same consequences for the study of the individual. Correct Answer: a

REVISION_____DATE:

PART 2 SEGMENT IX

T. O. Number	TEST ITEM
1	From the below choices, select the paragraph which best compares the three views of personality as presented in this segment. (a) While the aspect of social stimulus refers to the effect that other people have upon an individual, the self-image aspect guides both his immediate behavior and the further development of his personality. (b) The self-image aspect of an individual's personality guides his immediate behavior and further development of his personality, while the complex of interacting traits cannot be measured. (c) Personality viewed as a complex of interacting traits relates to measurable characteristics such as intelligence, self-confidence, creativity and sociability, while the aspect of social stimulus refers to the effect that other people have upon an individual. (d) Whereas the social stimulus value aspect of personality deals with the effect an individual has upon other people, the self-image aspect guides both his immediate behavior and the further development of his personality. Correct Answer: d

REVISION_____DATE:

PART 2 SEGMENT IX

T. O. Number	TEST ITEM
1	Which of the following statements about the different views of personality is most generally correct? (a) Each view of personality has as one of its determining principles the history of the individual as an infant and child, so that each view considers personality to be the resultant of interacting historical forces, as well as the current factors, operating in a specific situation. (b) Each of the personality views contains, as a fundamental structure, a system of traits of a general nature, elaborated by sub-systems of specific traits and laws for their interaction. (c) They range from a focus on the origin of personality in the consciousness of the individual mostly independent of his external environment, through the extreme view of personality as being only the reflection of the reactions of other people to the actions of the individual. (d) All three views include the physical appearance of the individual as an important component of his personality. Correct Answer: c

REVISION_____DATE:

PART 2 SEGMENT IX

T. O. Number	TEST ITEM
2	The Freudian concepts of id, ego and super-ego have their parallel in transactional analysis in the terms: (a) Archaeopsyche function, neopsyche function, exteropsyche function. (b) Reinforcement, punishment, extinction. (c) Innate tendencies, hierarchy of priorities, self-actualizations. (d) Oral, anal, phallic-Oedipal stages. Correct Answer: a

REVISION_____DATE:

PART 2 SEGMENT IX

T. O. Number	TEST ITEM
3 (EO-1)	Ensign Gaines is near the end of a very eventful tiring watch on the bridge, and is looking forward eagerly to his relief. The Signal Officer tells him that a series of complicated maneuvers will soon be ordered by the fleet commander, but it will in all likelihood begin some time after his relief. Ensign Gaines is free to begin preparations for the maneuvers, and thus make it a little easier for his relief. Technically, he would not be held accountable if he waited for his relief to get the official orders, and he is tempted to wait. The conflict between his duty, even though it is not official, and his extreme fatigue, might be conceptualized in Freudian terms as the conflict between: (a) Ego and super-ego. (b) Ego and id. (c) Ego and libido. (d) Super-ego and libido. correct answer: b

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PART 2 SEGMENT IX

T. O. Number	TEST ITEM
3 E.O. 2	According to Freudian theory, the most general statement of the cause of personality adjustment would be: (c) Maladjustment occurs when the ego is unable to make a satisfactory compromise between the conflicting demands of the super-ego and the id. (b) The occurrence of trauma in one of the early developmental stages, such as the oral, the anal or the phallic-Oedipal, results in maladjustment of the personality, either at that time or in the future. (a) The anxiety aroused by frustration of libidinal impulses becomes fixated at some primary stage of psychosexual development and manifests itself later in life as personality maladjustment. (d) Personality maladjustment most generally occurs when the id overcomes the mediating and controlling influences of the ego and the super-ego. Correct Answer: c

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PART 2 SEGMENT IX

T. O. Number	TEST ITEM
4	Nothing seems to upset CAPT Jones. He gets up earlier than most of his men, works hard from eight until five, plays two sets of tennis at the Officer's Club, helps with a Boy Scout troop, and reads at least three books a week. His parents are dead. He is still in love with his wife and has three children. The most direct explanation of his present behavior is in terms of: a. Freudian theory. b. Self-actualization theory. c. Transactional theory. d. Behavioral theory. Answer: b

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PART 2 SEGMENT IX

T. O. Number	TEST ITEM
5	ENS Alexander performs his duties satisfactorily in a desk job where there are several others performing similar duties. However, he has difficulty when given independent responsibility for directing others. He issues orders impulsively without careful planning and fails to notice or correct details improperly carried out by his subordinates. His records show that he was raised in an orphanage from an early age and married a woman fifteen years older than himself. One explanation of his behavior would be in terms of: a. Freudian theory. b. Self-actualization theory. c. Transactional theory. d. Behavioral theory. Answer: c

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PART 2 SEGMENT IX

T. O. Number	TEST ITEM
5 E.O. 1	A civilian worker in a base seems constantly preoccupied, as though he were hearing a voice. It is not extreme, or even an hallucination, but he is able to say that whenever he does not do a job well, makes a mistake, or lets a bit of laziness creep into his work, he hears the phrase, "There you go again". It is almost as if his mother were talking to him, although she lives over a thousand miles away and he rarely gets to talk to her. In terms of transactional theory, what the man is attending to is the expression of his: (c) Exteropsyche. (b) Neopsyche. (a) Archaeopsyche. (d) Cathexis. Correct Answer: c

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PART 2 SEGMENT IX

T. O. Number	TEST ITEM
6	Which of the following statements best describes the relationship between personality and learning theory? (a) Personality is simply another aspect of human behavior, and so can be explained by the principles of learning theory, such as reinforcement. (b) The term "personality" refers to the overall impression that a person makes on those in his environment as a result of similar patterns of behavior that he has learned from his parents, siblings and social peers. (c) The nature of an individual's personality is a function of his capacity to learn. (d) Behavior in a given situation can be modified by personality in accordance with the laws of learning, such as reward, punishment, and extinction. Correct Answer: a

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PART 2 SEGMENT IX

T. O. Number	TEST ITEM
6 E.O. 2	Identify from the statements below those which are examples of the determinants of personality that best characterizes the reason why there are basic personality differences among men. (a) Basic personality differences arise out of man's diverse histories of learning. (b) Learning theory emphasizes that the individual's environment (parents, teachers, friends, peers) forms the development of the individual's personality. (c) A basic understanding of personality must come from observations of how and under what conditions behavior is acquired. (d) All of the above Correct Answer: d

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